MIRROR, MIRROR: CRITICAL REFLECTION FOR EQUITY-ORIENTED PRACTICE

BranchED

Spring Summit 2022: Day 2

Branch **Alliance**
for Educator Diversity

REDEFINING QUALITY EDUCATOR PREPARATION

AGENDA: DAY 2

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Review

Quick Write

Critical Reflection

Curriculum Design

Action Planning

CONNECTOR

Share something you learned during your breakfast conversations

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YOUR FEEDBACK

REVIEW: MISSION ~~IM~~POSSIBLE
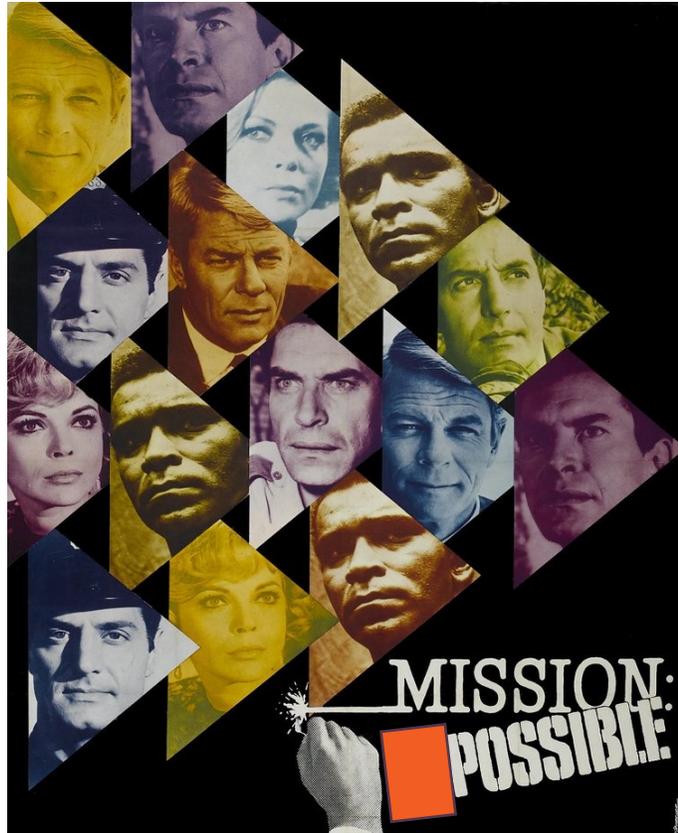
Your team is in the running to assist Equity University in living up to its' name. You were selected to compete based on your recent participation at BranchED's Spring Summit, which focused on equity literacy and critical reflection. Alas, you were not the only team in attendance! Thus, Equity U is seeking the most knowledgeable team to assist them. In order to determine who that will be, they have developed an equity quiz. The first team that correctly answers all the questions will have the honor of being identified as equity literate and consultant to Equity U.

EQUITY QUIZ

https://branched.info/MissionPossible

QUICK WRITE

- Write 3-5 sentences that describe your assumptions, values, and beliefs about teaching and learning.

MENTAL MODEL DRAWING

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Individually

Take 3-5 minutes to draw a picture based on your quick write responses

Collectively

In small groups at your table, share your drawings and discuss similarities and differences

DISCUSSION

CONNECTING OUR MENTAL MODELS

| Espoused Theory
"What we Drew" | Gap
Reflection Process | Theory-in-Use
"What we Do" |

- **Espoused Theory:** Beliefs, worldview, and values that people believe guide their behavior

- **Theory-in-Use:** Beliefs, worldview, and values reflected in the behaviors that drive action

- **Critical Reflection:** Allows us to raise our own awareness of gaps between **espoused theory** and **theories-in-use**

(Argyris & Schon, 1974; Savaya & Gardner, 2012)

STEPHEN BROOKFIELD

We teach to change the world.

CRITICALLY REFLECTIVE PRACTICE

SELF

Our Autobiographies as Learners

STUDENTS

Our Students' Eyes

PEER

Colleagues Experiences

SCHOLARSHIP

Theoretical Literature
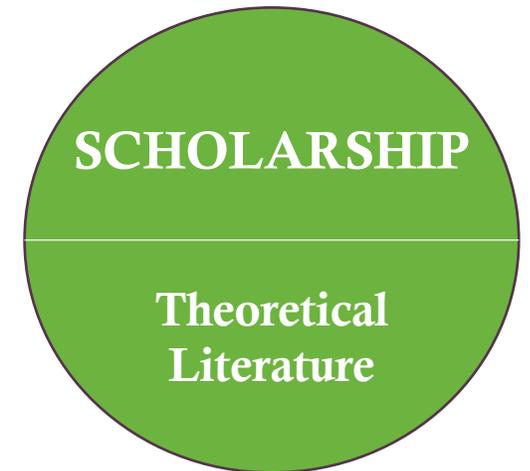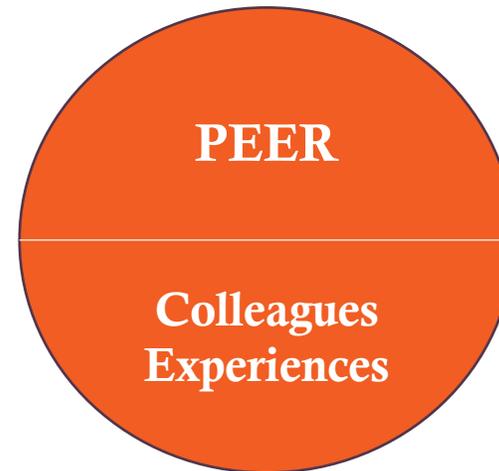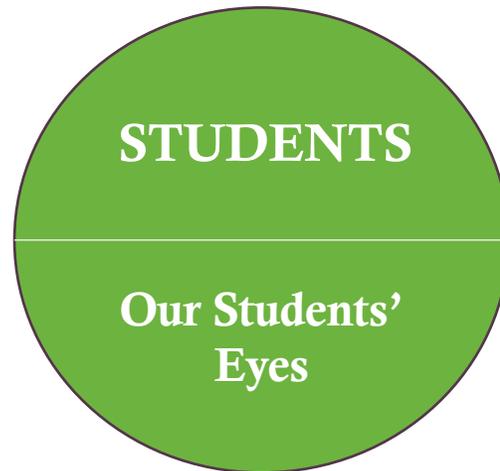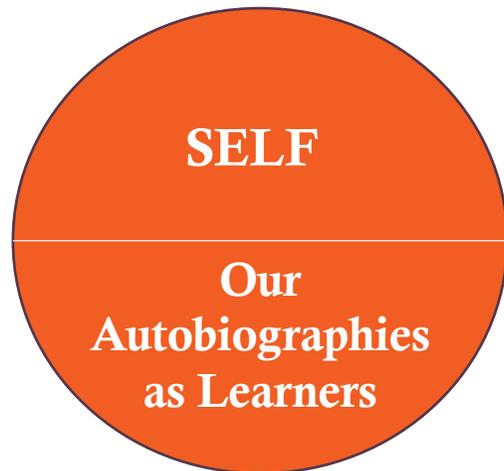
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(Brookfield, 1995)

SELF: OUR AUTOBIOGRAPHIES AS LEARNERS

SELF

Our Autobiographies as Learners
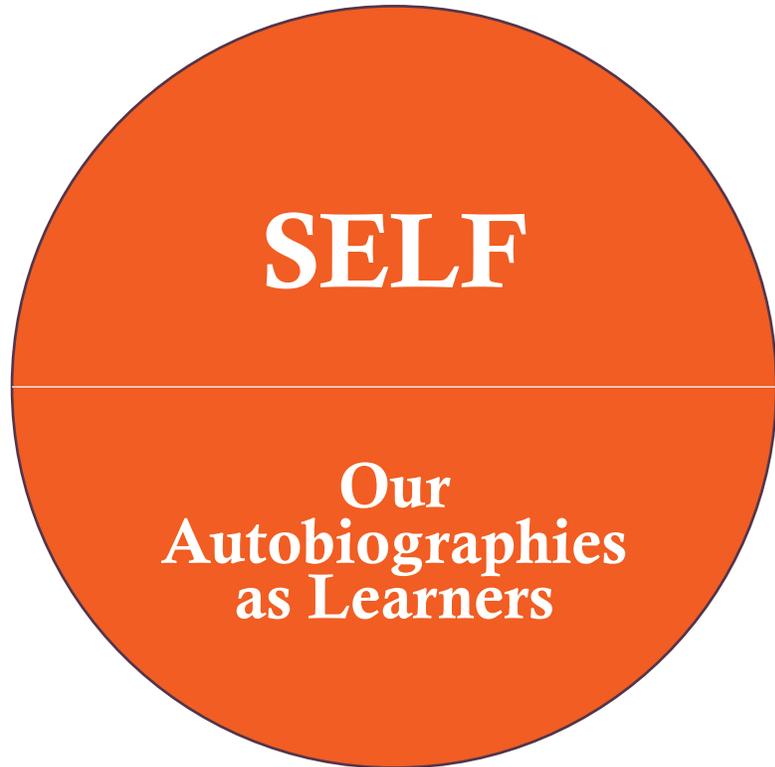
- Knowing what and how to teach is not sufficient to make one's teaching thoughtful.

- Knowing one's self is as important as or even more important than traditional ideas of professional knowledge.

- Professional growth and development should include initiatives that reflect teachers' identities and foster self-questioning and reflection

(Fairbanks et al., 2010; Cole & Knowles, 2000)

SELF: ESPOUSED THEORY VS THEORY-IN-USE

- Our autobiographies speak to our experiences as learners that are likely to have a profound, long-lasting influence on our practice.

- The autobiographical lens is the foundation of critical reflection

  - Focus on previous experiences to become aware of the assumptions and reasonings that frame our work

  - Examine gaps in espoused theories and theories-in-use

  - Reveal areas of pedagogy that may need adjustment or strengthening

(Brookfield, 1995)

BENEFITS OF AUTOBIOGRAPHICAL INQUIRY

- Enables teachers to self-examine

- Raises awareness of teaching philosophies and values that influence teaching practices

- Fosters teachers' self-awareness, knowledge, and identity

- Promotes re-examination of life experiences

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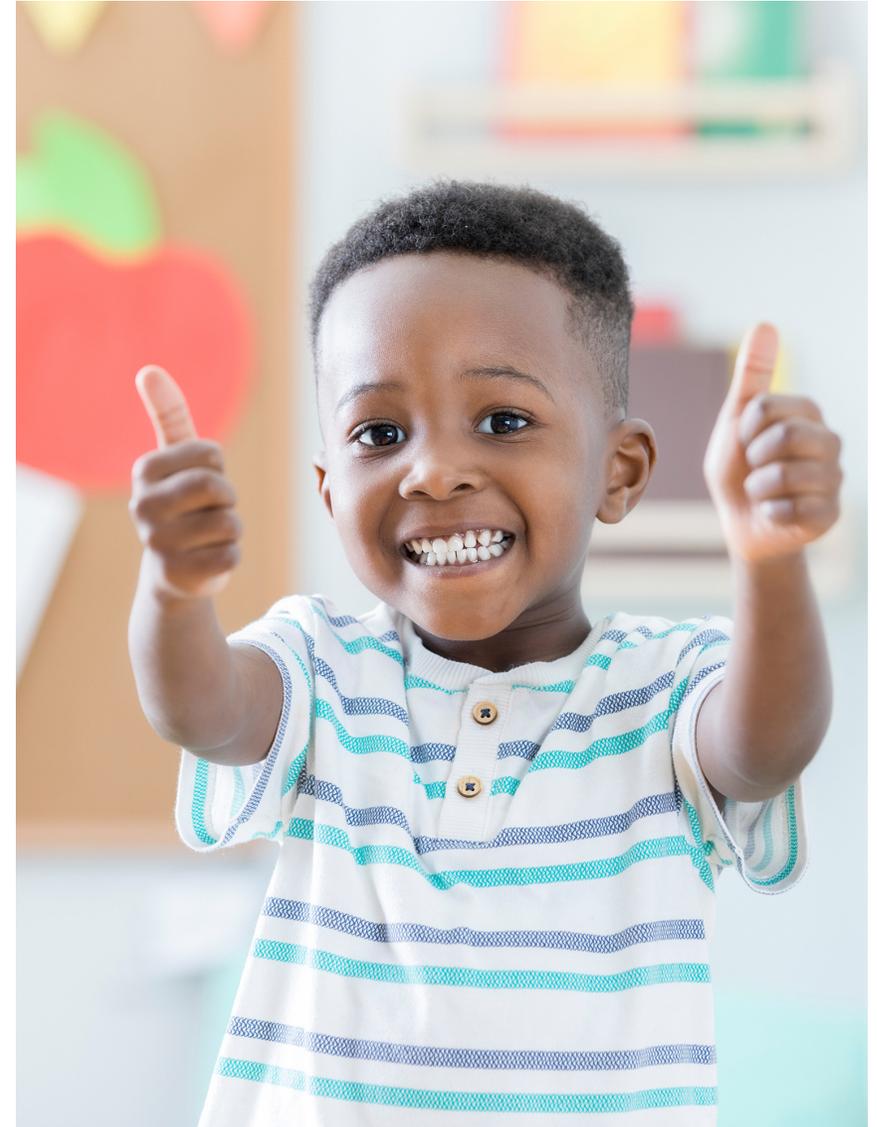
SILENT WALK

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Goal: To explore who we are as learners and how past experiences have shaped this sense of ourselves.

- Imagine that a publisher has invited you to write your story as a learner in three chapters. What would the titles be?

- Is there a metaphor or central theme that runs throughout your story?

- What influenced your journey to become the teacher you are today?

- How has your sense of yourself as a learner changed over the years?

- How did you see (or not see) equity centered in your own experiences as a learner?

OUR STUDENTS' EYES

STUDENTS

Our Students' Eyes

Assessing our practice through our students' eyes enables us to identify the power dynamics of our relationships and helps us teach more responsively.

(Brookfield, 1995)

OUR STUDENTS' EYES

- Our Students Eyes is another lens for critical reflection.
  - Anonymity of critical opinions from students is key
  - Must model consistently your willingness to learn from critical scrutiny of your actions
  - Explore our methods and regularly gain insight into how learners are experiencing those methods

(Brookfield, 1995)
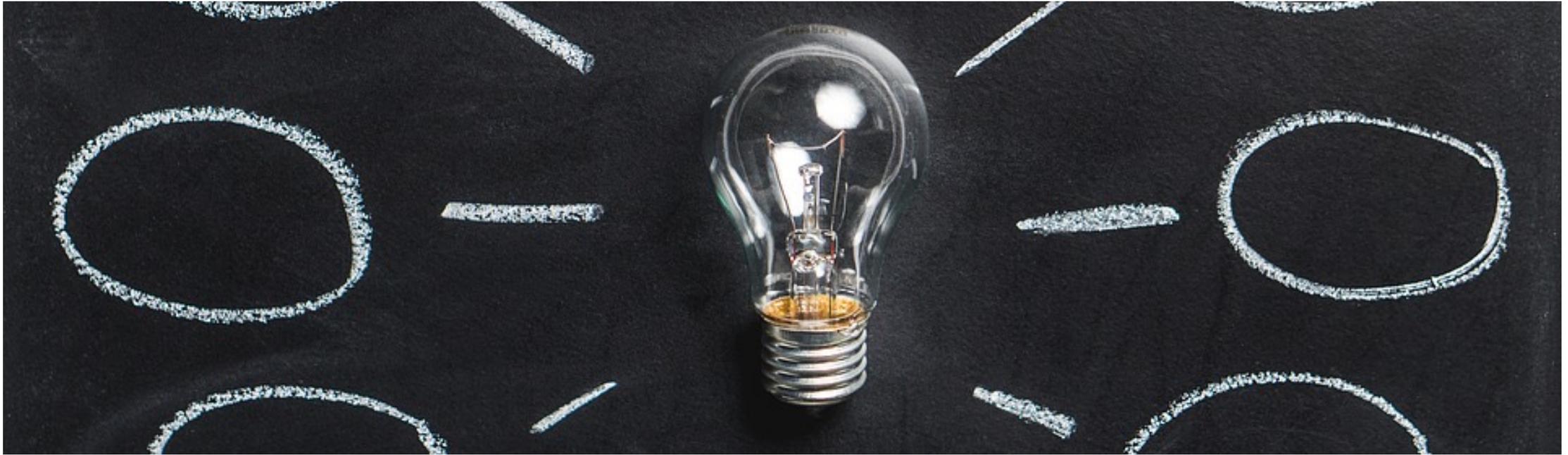
BRAINSTORM BINGO

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- Brainstorm 9 strategies you could use to gain insight into your students' learning experience and reflect on your practice.

- Fill out the grid using the strategies you identified.

- As we go around the room and name strategies, mark the ones that show up on your board

- When you get 3 in a row shout out BINGO!

COLLEAGUES EXPERIENCES

PEER

**Colleagues
Experiences**
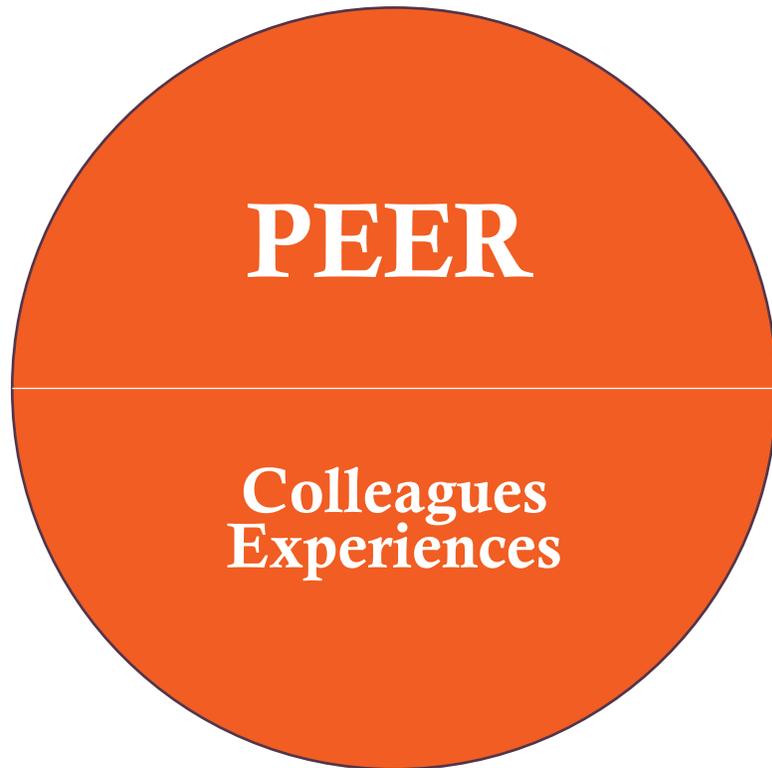
- Peers as critical friends and thought partners
    - Critical friends are
        - Committed to helping you improve
        - Encouraging and supporting
        - Honest and candid in their feedback
    - Thought partners
        - Challenge your thinking
        - Causes you to change your paradigms, assumptions, or actions
    - Requires vulnerability

(Brookfield, 1995)

THE MESSY TEACHING CONVERSATION…

We more often than not **represent our teaching in the best possible light**, leaving little room for missteps—for the acknowledgment and discussion of uncertainty or errors.

In our narratives**,** **we gloss over our teaching messes**, mentioning them only in passing rather than fully representing them. **We eschew the unexpected, messy, and slippery process through which our classes unfold** in favor of clean solutions, well-designed lessons, and so-called "best practices."

We are quick to **assume "the stance that has figured it all out"** (McKinney 23) and **bypass the endless trials and errors that all good teaching necessarily entails.**

(Johnsen, Pacht, VanSlyck, & Tsao, 2009, p. 119-120)

BRANCHED TOOL FOR CRITICAL REFLECTION FOR TEACHER EDUCATORS

- Provides an autobiographical lens and invites colleagues as critical friends and thought partners

- Critical reflection on teaching practices surfaces our assumptions

- Critical questions invite us to develop insights

- Collaborative approach provides a shared experience in which we can learn from each other

CONNECTING WITH SELF: Espoused Theory (worldviews and values that guide your actions)[11]

Consider your journey as a PK-12 learner and teacher educator and respond to the following:
- What values and assumptions guide your work as an educator?

RECALL: Theory in Use (worldviews and values reflected in the behaviors that drive your actions)

Recall a recent day in your classroom that stands out vividly in your memory. Don't place judgement, just recall it in as many details as possible. Write for at least 10 minutes describing every detail. If possible, share an artifact to accompany this moment (syllabus, PowerPoint, student product, etc.).
- Provide a brief description of the context of the event.
  - Who was in attendance?
  - What was your role? What were the students' roles?
- Describe what took place.
- Provide an account of your behaviors, feelings, thoughts, and explanations.

CRITICAL REFLECTION FOCUS QUESTIONS

Select 3-5 questions to explore further individually, or collectively with colleagues, within the context of the teaching event you identified above.	- Who may have been privileged during this teaching event? - Who may have been disadvantaged during this teaching event? - How did instruction reflect the cultures and values of learners' families and community? - What steps did you take toward ensuring that all learners had access to the learning opportunities provided? - How was instruction explicit about issues of equity and inclusion? - Were there any threats to diversity, equity, and inclusion in the instruction, content, materials, or activities? - How did instruction provide opportunities for learners to leverage their assets and engage in inquiry and discovery? - How did instruction incorporate materials that equitably portray people from diverse cultural backgrounds and identities? - What did your instruction reveal about your values around diversity, equity, and inclusion? - In what ways did your instruction reflect your identity or worldview as a teacher educator? - Whose perspectives are missing from the lesson? - How were you centered during the teaching event? - How were your students centered during the teaching event? - What biases may be present in instructional rubrics or other evaluation/assessment tools you employed? - What assumptions, values, and believes guided your lesson design and instructional moves?

REFLECT: A New Model of Practice

Based on insights gained from your individual reflection or your collective discussion with colleagues:
- What realizations did you have about your instruction?
- In what ways did your actions (theory in use) affirm or contradict your values and assumptions (espoused theory)?
- What changes would you make to your instruction or interactions based on what you learned?
- What supports do you need to further your practice and development as a critically reflective practitioner?

APPLY THE CRITICAL REFLECTION TOOL

1. Determine who will go first at your table.

2. Briefly reshare the values and assumptions that guide your work.

3. Share your critical incident with others at your table.

4. Select 3-5 critical reflection focus questions to explore further with your group.

5. Based on insights from this conversation use the guiding questions to reflect on your practice.

LUNCH

WORDLE

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# APPLY THE CRITICAL REFLECTION TOOL

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# CRITICAL REFLECTION TOOL DEBRIEF

What's still going around in your head?

Where could you use additional clarity?
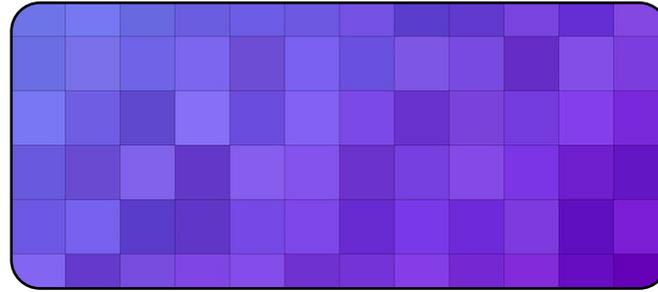
What's squared away?

What do you really understand?
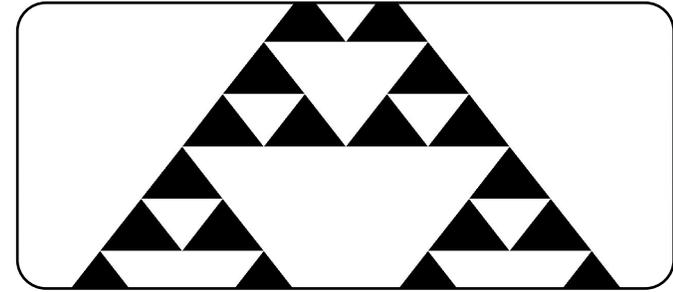
What three things could you use in your practice?

RESEARCH

SCHOLARSHIP

Theoretical Literature
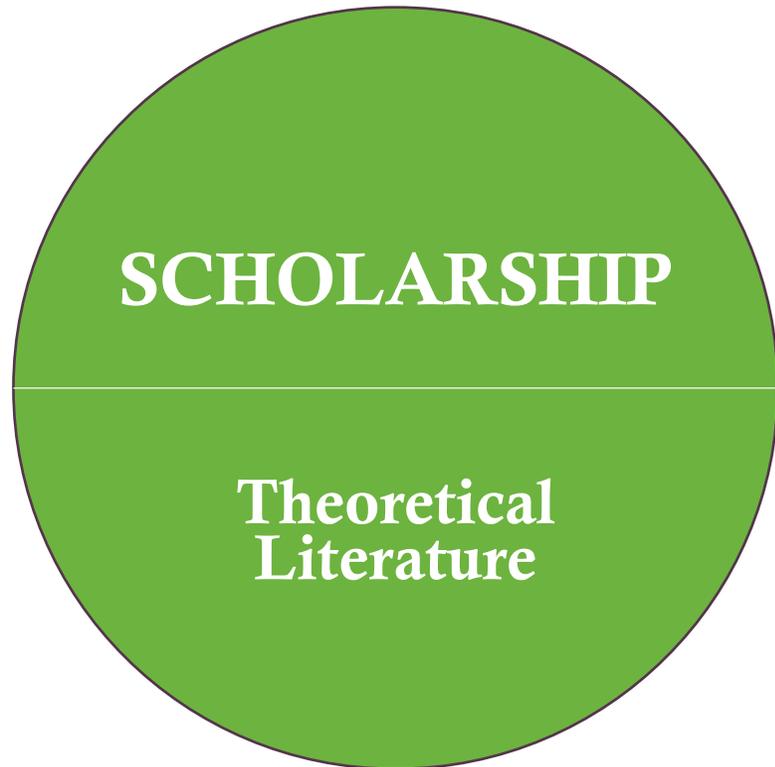
- Critically reflective practitioners engage in scholarship of teaching and learning through self-study, collaborative research, communities of practice

- Highlights perceived personal failures may be more common than we realized

  - Consequences of economic, social, political processes

- Helps us understand how students' own experiences as learners may have influenced what we are seeing and experiencing in the classroom

(Brookfield, 1995)

RESEARCH WALL

Jot down a journal article, resource, or professional development opportunity that has impacted your practice

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BRINGING IT ALL TOGETHER

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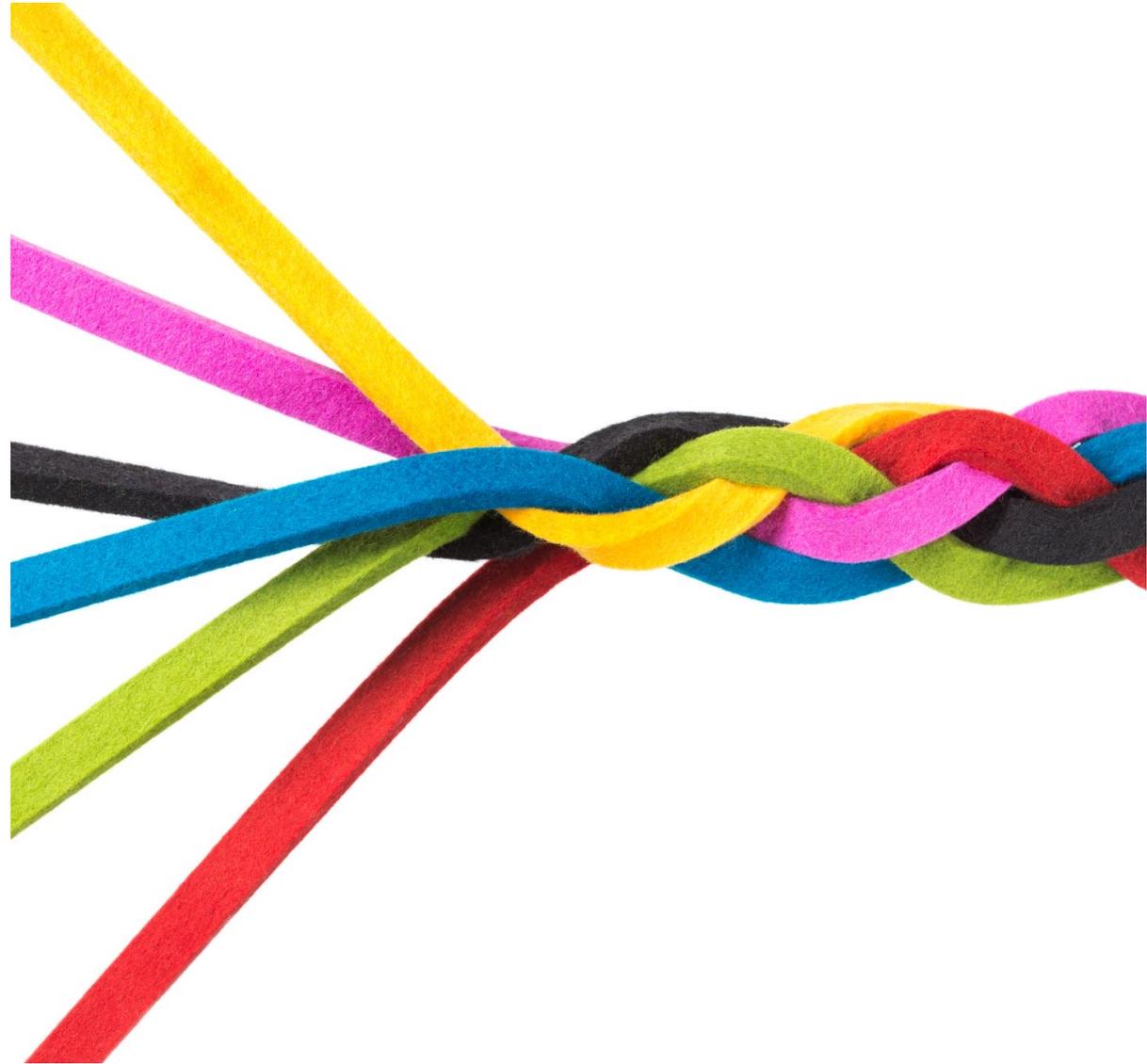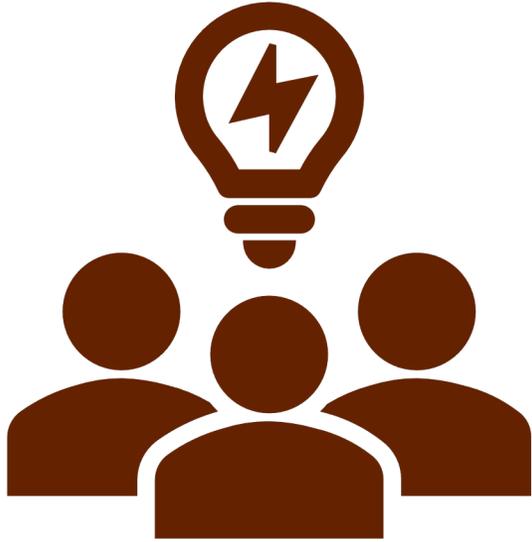
RUBRIC ON INCLUSIVE INSTRUCTION

- Tool for critical reflection to foster responsive instructional strategies and materials in our curriculum

- Provides opportunities for revision and improvement

- Focuses explicitly on **diversity, equity, inclusion, and belonging** and the extent to which these are evident in the curriculum.

- Identifies bright spots and areas of opportunity to ensure diversity, equity, inclusion, and belonging are embedded throughout the student experience

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INCLUSIVE INSTRUCTION: COURSE AND PROGRAM REVIEW

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Criterion 1: Explores issues of identity including intersections of identity					
	Not Evident *No evidence of implementation*	**Emerging** *Minimal evidence of implementation.*	**Partial** *Some evidence of implementation*	**Accomplished** *Broad evidence of implementation*	**Mature** *Robust evidence of implementation*
Course Level	The criterion is not evident. (Note: Not every criterion will be applicable to every course.)	At the course level, teacher educator(s) understand the criterion and may even be well-versed in the criterion. However, the criterion is not evident within the course.	At the course level, the criterion is addressed briefly in the course through a reading, discussion, class activity, or instructional practice, but it is not fully explored or implemented.	At the course level, the criterion is a prominent feature of at least one major activity (presentation, project, essay, etc.) or instructional practice.	At the course level, the criterion is weaved through the whole course and is evident in several major activities (presentation, project, essay, etc.) or as a defining instructional practice of the course. The implementation of the criterion serves as an exemplar for other courses and teacher educators.
Program Level	The criterion is not evident.	At the program level, discussions regarding the criterion are occurring but there is little to no implementation. Additionally, there may be a stand-alone course or program that addresses the criterion; but it is not embraced in other areas.	At the program level, there are elements of the criterion included in some courses. Additionally, opportunities to implement the criterion more broadly in the program are being explored. In this stage, there may be a small team piloting strategies to move this criterion toward higher levels of implementation.	At the program level, components of the criterion can be identified across the curriculum in various courses, programs, and materials. Additionally, a comprehensive team may be working to review the implementation of this criterion and its impact while continuing to move this criterion toward higher levels of implementation.	At the program level, components of the criterion can be identified across the curriculum in various courses, programs, and materials. The criterion is part of a continuous improvement process where elements of the criterion are monitored through data or through reviews of student work. The implementation of the criterion serves as an exemplar for other curricular areas and teacher educators. Teacher educators or teams may be called upon to help others engage with this criterion in their own practice.

Exemplar Implementation: The topics of identity and intersectionality of identities (e.g., socioeconomic racial, ethnic, multilingual, socio-economic, neurodiverse, religious, sexuality, gender) are explored in every course. These topics are documented in syllabi through the choice of materials, activities, and assessments. The content includes issues of privilege, oppression and microaggressions, and assets related to identities (e.g., funds of knowledge, types of capital, etc.). Through the program, teacher candidates also engage in reflection on their own identities, including how the intersections of these identities relate to those of their future students. Additionally, teacher educators model this reflection in their own practice and their work with teacher candidates.

A CURRICULUM WITH INCLUSIVE INSTRUCTION...

1. Explores issues of identity including intersections of identity

2. Encourages praxis through informed action, advocacy, and/or activism

3. Centers the voices of families, community, and K12 education stakeholders through asset and place-based partnerships.

4. Includes representation of multiple dimensions of diversity (e.g., cultural, ethnic, multilinguistic, gender, ability, sexuality, religious, etc.) in materials across the program.

5. Includes representation of multiple dimensions of diverse backgrounds (e.g., socioeconomic, racial, ethnic, multilinguistic, gender, ability, sexuality, religious, etc.) across those who develop and deliver the instruction.

6. Utilizes aspects of Universal Design for Learning, providing flexibility, voice, and choice to ensure engagement, access, and needed supports for every teacher candidate

7. Develops critical perspectives in teacher candidates that result in critiques of systems.

8. Develops and integrates asset-based pedagogies of care.

9. Embeds histories (contributions, experiences of assimilation and oppression, etc.) of marginalized groups in education throughout the program.

THINK ABOUT A COURSE YOU TEACH OR HAVE TAUGHT

BASED ON THE LIST OF CRITERIA:

- Identify one criterion that you think is an area of strength for your course

- Identify one criterion that you believe to be an area of growth for your course

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THINK.
BREAKOUT.
DISCUSS.

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In your breakout group:

- Describe the course you chose

- Share your rationale for the criteria you selected

ACTION PLANNING: BRAINSTORMING ACTIVITY

- Equity Consciousness
- Equity Literacy
- Developing Critical Reflection in Teacher Candidates
- Engaging in Critical Reflection (Critical Reflection Tool)
- Critical Incidents
- Inclusive Instruction Tool

ACTION PLANNING

- Chalk Talk Activity

- Self-select topic for action plan

- Develop action plan

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SHARE OUT

PULSE CHECK

https://www.menti.com/7mhfxdjdgt

DINNER ON YOUR OWN